

really games which have been set to music. The movements range from the most simple to complex and are therefore interesting to all ages.

4. **TAP AND CLOG DANCING** (Athletic and character dances). This group calls for a higher degree of coördination and body balance but may be included as low as the fourth grade in its simplest forms. This type of activity provides excellent opportunity for creative expression. Boys show great interest in this group of rhythms because of the vigorous activity and stunt element that may be included.
5. **SOCIAL DANCING**. Children of the upper elementary grades will derive great value from instruction in social dancing. Definite instruction in the basic steps used in social dancing should be taught; however, emphasis should not be restricted to the mastery of technique, but much attention should be given the social situations involved, such as, ball room etiquette, conduct on the dance floor, and proper manners.

B. Suggestions for Teaching.

1. Plan the activities so that the spirit of joy will be ever present. Rhythms are fun to do if presented carefully. The spontaneity with which the class dances will be the measure of success.
2. Plan the activities, keeping in mind the objectives of developing skills and social attributes.
3. Let the children learn the rhythm patterns by clapping or saying them before they try to step them; in other words, let there be learning present rather than superficial imitation.
4. In singing games do not sacrifice voices to activity. One group may sing while another dances if desired. The pitch should be within the range of the children's voices.
5. Use a tempo to which the children can move rather than one which they will ignore.
6. Stimulate, in so far as possible, self-expression.
7. Teach a dance by phrases rather than by count, i.e., rather than saying "take 8 slides to the right, then 8 slides to the left," tell the class to slide right until music changes, then slide left.
8. Do not teach a dance too quickly. Add a step at a time and go back over each step several times if necessary.
9. Keep in mind the social values of the dance.

Relays.

No activity in the school program offers so significant an opportunity for development of citizenship qualities as do relays. The social tendencies involved in waiting turns, self-control and obeying rules are abundant. If the teacher through carelessness fails to stress fair-play or fails to impose penalties, anti-social training will result. Psychologically, relays should not be used before the third grade. Definite progression should be followed before playing the completed relay.

A. Progression in Teaching.

1. Class divided into several small groups in file behind leader of forma-